



**2009**

**HIGHER SCHOOL CERTIFICATE  
EXAMINATION**

# English (ESL)

## Paper 1 — Language Study within an Area of Study

### **General Instructions**

- Reading time – 10 minutes
- Working time – 1  $\frac{1}{2}$  hours
- Write using black or blue pen

**Total marks – 45**

**Section I** Pages 2–4

**25 marks**

- Attempt Question 1
- Allow about 50 minutes for this section

**Section II** Pages 6–7

**20 marks**

- Attempt Question 2
- Allow about 40 minutes for this section

## Section I

**25 marks**

**Attempt Question 1**

**Allow about 50 minutes for this section**

Examine **Texts one, two, and three** carefully and then answer the questions in the Section I Question 1 Answer Booklet.

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In this section you will be assessed on how well you:

- demonstrate understanding of the ways language shapes and expresses perceptions
- 

### **Text one — Photograph**



Awaiting copyright

**Question 1 continues on page 3**

Question 1 (continued)

**Text two — Extract from a novel**

I like to walk around the streets at night and fantasise about being in other people's houses.

It started when I was nine and I wagged school one day. The night before, my sisters pulled my trousers down to my ankles in front of their boyfriends, because I used a big word. My mum just laughed, and I hated her.

I got on a train and travelled as far as I could on one ticket. It was a hot day and the sun curdled the asphalt, drugged the crows on their wires and made people smell of vinegar. The sun also made the day easy to remember.

I had my face pressed to the train's window and made curtains out of my hands. The train sped through green suburbs. I saw back yards and gardens filled with toys and sheds and swings and swimming pools. I wanted to get off the train and into one of the lives I could see from the window.

I got the idea then that I would one day live in somebody else's house and be adopted by somebody else's family. I had engaged in a great deal of adoption fantasy before this, but this was much more than daydreaming about who my real parents might be: famous writers, royalty or billionaires. This was about getting out for good. More exciting than my favourite book...

I got off the train and walked until dark, in the silent lamp-lit streets and cul-de-sacs. I walked slowly past front yards filled with the homey blue lights of televisions flickering through lounge-room windows. I became hungry as I watched the shadows of people moving behind net curtains, their shadowy shapes slow and drowsy, as though they rolled and turned beneath heavy sheets. I knocked at the front door of a two-storey house and said, 'Could I come in? I've run away from home.'

I wanted the woman who answered the door to acknowledge my craving without words or questions. I wanted her simply to get it.

In this big house, the family had been watching a movie together. The mother took me into the living room and told me to sit. The father turned off the TV and it hissed to a disappointing black. The small children – a girl and a boy – did not speak or look at me. I said, 'This is a nice house.' The mother sent her children to their bedrooms. I wanted to follow them up the stairs and find a bed of my own. I wanted the mother to say, 'This is your bed. You can stay here tonight.' But the mother had a hard voice. She wanted to know why I was out on the street alone when it was so late.

I told her that I wanted to sleep in a bed in a nice big clean house. The father just stood by the door; he had been standing all the while. He had a nasty double chin and I didn't want to look at it.

'Has something happened to you at home? Are you in trouble?' he asked, the crease in his chin bobbing...

'No,' I said, 'nothing has happened. I just wanted to see what it was like somewhere else.'

Extract from *How the Light Gets In*, M S Hyland  
Penguin Group Australia, 2003. Reproduced with  
permission by Penguin Group Australia.

**Question 1 continues on page 4**

Question 1 (continued)

**Text three — Press release**

Awaiting copyright

**End of Question 1**

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**Please turn over**

## Section II

**20 marks**

**Attempt Question 2**

**Allow about 40 minutes for this section**

Answer the question in a SEPARATE writing booklet. Extra writing booklets are available.

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In your answer you will be assessed on how well you:

- demonstrate understanding of the ways language shapes and expresses perceptions
  - organise, develop and express ideas using language appropriate to audience, purpose and context
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### Question 2 (20 marks)

Relationships and experiences shape an individual's sense of belonging.

To what extent do the texts that you have studied support this idea?

In your response, refer to your TWO prescribed texts and ONE text of your own choosing.

The prescribed texts are:

- **Prose Fiction** – Allan Baillie, *The China Coin*

**or**

- Ruth Prawer Jhabvala, *Heat and Dust*

**or**

- Tara June Winch, *Swallow the Air*

- **Drama** – Willy Russell, *Educating Rita*

**or**

- Jane Harrison, *Rainbow's End*  
from Vivienne Cleven et al. (eds) *Contemporary Indigenous Plays*

**Question 2 continues on page 7**

Question 2 (continued)

- **Poetry**
  - Peter Skrzynecki, *Immigrant Chronicle*
    - \* *Immigrants at Central Station, 1951*
    - \* *Feliks Skrzynecki*
    - \* *St Patrick's College*
    - \* *Ancestors*
    - \* *10 Mary Street*
    - \* *Post card*
    - \* *In the Folk Museum*

**or**

- Emily Dickinson, *Selected Poems of Emily Dickinson*
  - \* 66 'This is my letter to the world'
  - \* 67 'I died for beauty but was scarce'
  - \* 82 'I had been hungry all the years'
  - \* 83 'I gave myself to him'
  - \* 127 'A narrow fellow in the grass'
  - \* 154 'A word dropped careless on the page'
  - \* 161 'What mystery pervades a well!'
  - \* 181 'Saddest noise, the sweetest noise'

- **Nonfiction**
  - Alice Pung, *Unpolished Gem*

- **Film**
  - Phillip Noyce, *Rabbit-Proof Fence*

**or**

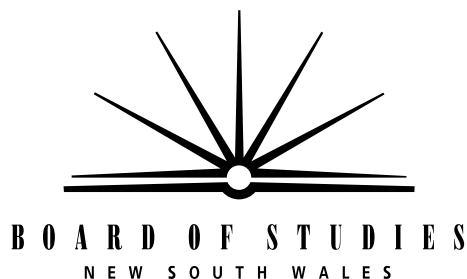
- Stephen Daldry, *Billy Elliot*

- **Multimedia**
  - Multicultural Programs Unit, NSW Department of Education and Training, *Making Multicultural Australia*, [www.multiculturalaustralia.edu.au](http://www.multiculturalaustralia.edu.au)
    - \* History [www.multiculturalaustralia.edu.au/history/index.php](http://www.multiculturalaustralia.edu.au/history/index.php)
    - \* Activities [www.multiculturalaustralia.edu.au/activities/index.php](http://www.multiculturalaustralia.edu.au/activities/index.php)
    - \* Library [www.multiculturalaustralia.edu.au/library/index.php](http://www.multiculturalaustralia.edu.au/library/index.php)
    - \* e-Learning [www.multiculturalaustralia.edu.au/learning/index.php](http://www.multiculturalaustralia.edu.au/learning/index.php)
    - \* Hotwords [www.multiculturalaustralia.edu.au/hotwords/index.php](http://www.multiculturalaustralia.edu.au/hotwords/index.php)

**End of paper**

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Centre Number

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Student Number

**2009**

**HIGHER SCHOOL CERTIFICATE  
EXAMINATION**

# English (ESL)

## Paper 1 — Language Study

### within an Area of Study

### Section I Question 1 Answer Booklet

#### **Instructions**

- Answer Question 1 in this answer booklet
- Write your Centre Number and Student Number at the top of this page

## Section I

**25 marks**

**Attempt Question 1**

**Allow about 50 minutes for this section**

Read the texts on pages 2–4 of the question paper, then answer the corresponding questions in the spaces provided.

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In your answers you will be assessed on how well you:

- demonstrate understanding of the ways language shapes and expresses perceptions
- 

**Question 1 (25 marks)**

**Text one — Photograph**

- (a) (i) What is ONE idea about belonging communicated in the photograph? **1**

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- (ii) How is this idea communicated? **2**

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**Text two — Extract from a novel**

- (b) Give TWO reasons why the person telling the story dreams of living in somebody else's house. **2**

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**Question 1 continues on page 3**

Question 1 (continued)

- (c) Explain TWO ways the author conveys a sense of ‘not belonging’ in the extract. **4**

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**Text three — Press release**

- (d) Why did VicHealth develop the *Together We Do Better* campaign? Give TWO reasons. **2**

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- (e) Why does Dr Rob Moodie say “And it’s about starting small”? **2**

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- (f) Identify TWO persuasive techniques used in this press release. Explain the effect of these techniques. **4**

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**Question 1 continues on page 4**

Question 1 (continued)

### Texts one, two and three

- (g) Text one, Text two and Text three explore ideas about belonging through connections with people, places and communities. **8**

Describe a person, place or community that has given you a sense of belonging. In your answer make connections with the ideas in at least ONE of the texts – Text one, Text two or Text three.

[illegible]

**End of Question 1**